

# Job Description – SENDCO



Diocese of Salisbury  
Academy Trust  
*'Beyond expectations for all of God's children'*

**Job Title:** Teacher / SENCO

**Reports to:** Headteacher

**Liaison with:** Headteacher, Hub Business Managers, School-based administrators, CEO, DSAT Services Team

To promote an inclusive culture throughout the school, enabling all children to achieve their best. The SENCO plays an important strategic role in the leadership of the school, developing systems and teaching to ensure equal access and high levels of achievement for all groups of pupils. The role involves co-ordinating appropriate provision for children with special needs and liaising with colleagues, parents/carers, therapists working on-site and outside agencies.

The SENDCO oversees provision for pupils with special educational needs and/or disabilities (SEND), pupils with English as an additional language, pupils with medical conditions and other identifiable groups who need support. The SENDCO also oversees the provision for children requiring additional therapies or expertise.

## Main Job Purpose

- Be accountable for raising the standards of teaching, learning and achievement for all children identified as having specific needs in the school.
- Lead learning and co-ordinate the strategic management and development of inclusion.
- Oversee and ensure quality provision and interventions are in place for children with a range of additional needs.
- Identify those vulnerable to underachievement using a range of assessment strategies and approaches.
- Develop school-based provision for children with SEND, working with teams of professionals and therapists.
- Ensure appropriate targets, plans and pupil profiles exist for all identified children.
- Lead, develop and enhance the teaching practice of all staff, through monitoring, evaluating and promoting improvement strategies to secure effective learning and teaching for children with SEND.
- Collective responsibility for school self-evaluation, understanding and using data and planning appropriate provision so that all children in designated groups achieve expectations.
- Oversee the interventions, development of new approaches and induction of staff with respect to inclusive practices and where appropriate their specific deployment.
- Develop and lead INSET to support effective inclusive practices and provision either separately, in parallel, or jointly for both academies.
- Ensure all staff are aware of and fulfil their statutory duties with regard to SEND.

## Main Duties

### 1. Teaching, Learning and Assessment

- Be a reflective practitioner who knows and understands how pupils learn.
- Set high standards for the quality of teaching and learning through your own practice.
- Offer support, guidance and advice to assist collaborative planning linked with a programme of monitoring and evaluation.
- Establish, review and update Action Plans for Inclusion and SEND.
- Oversee and work collaboratively with other staff to ensure the effective co-ordination of intervention programmes to support designated groups of pupils.
- Working alongside other leaders, actively seek out ways to enrich the learning experience of children through the co-ordination of the wider school curriculum.

## **2. Knowledge and Understanding**

- Maintain an up-to-date knowledge and understanding of:
  - The school's vision and values;
  - The school's policies, particularly with reference to Inclusion and SEND;
  - The school's priorities, targets and improvement plans;
  - Statutory legislation with regard to Inclusion and SEND;
  - Local arrangements for SEND;
  - The statutory curriculum requirements and requirements for assessment, reporting and recording pupils' attainment and progress;
  - The characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils within the designated groups.

## **3. Communication**

- Ensure that the Headteacher and staff team are kept informed about issues relating to inclusion and SEND.
- Ensure parents are partners in the education of their children and have a good understanding of their child's achievement and support.
- Work creatively to strengthen pupil voice for all pupils from identified groups.
- Liaise and work co-operatively and collaboratively with colleagues.
- Work with and co-ordinate the multi-disciplinary team of professionals working with children from identified groups both externally and from within the school.
- Promote links with other schools and networks within and beyond the Trust.
- Ensure effective record keeping and systems are in place and kept up to date for identified pupils.
- Work closely with the SEND Governor and contribute to governor meetings in person and through reports as required.
- Communicate with professionals within the local area.

## **4. Resources**

- Manage the SEND budget, ensuring that expenditure provides good value for money.
- Establish resource needs and advise the Headteacher and senior leadership team of priorities for expenditure, allocating resources effectively.
- Ensure that relevant resources are kept up-to-date, catalogued and stored in an organised way which is accessible to staff, utilising IT wherever possible
- Work with the Headteacher and senior leadership team in decision making relating to the deployment of staff.
- Ensure that Inclusive practice is represented in display and through the curriculum.
- Ensure that equipment and resources for inclusion comply with health and safety requirements.

## **5. Monitoring, Evaluation, Review and Development**

- Play a role in the strategic self-evaluation process.
- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform decisions relating to identified groups of children with a range of additional needs.
- Monitor planning, records and reporting of inclusive practice.
- Identify areas for staff collaborative professional learning being aware of possible ways of addressing these needs which include securing economies of scale.
- Monitor the progress made in implementing the improvement plan and towards targets and evaluate the effects of the above on teaching and learning using this analysis to guide further improvement.

## **6. Generic Responsibilities**

The post holder will be required to undertake such duties as may be reasonably directed by both Headteachers from those described in detail in the current 'School Teachers Pay and Conditions'. In such cases a discussion between both Headteachers and you will take place in order that reasonable expectations can be set. In particular the following duties will be required:

- Planning and preparing of interventions that meet the needs of learners through well planned differentiated tasks;
- Playground, lunch and other duties as needed;
- Assessing, recording and reporting on pupil development, progress and attainment;
- Working as part of the school team to ensure a learning environment that enables the children to achieve;
- Taking an active role in extended opportunities for children and contributing to the promotion of the life of the school within the community;
- Working collaboratively with colleagues

**7. To fully comply with the Trust's safeguarding policy.**

This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the business. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.

# Person Specification – SENDCO



	Essential	Desirable	Assessed
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Have qualified teacher status.</li> <li>Hold, be in the process of completing or show a willingness to complete the National SENDCO Award</li> </ul>		Application Form Interview Certificates
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Successful experience of teaching within the primary age range</li> <li>Understanding of current thinking in relation to National SEND provision</li> <li>Commitment to providing excellent provision for all pupils and achieving high standards of pupil progress</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of recent and relevant professional development.</li> <li>Experience of leading in SEND, including identification of pupil needs, monitoring and evaluating pupil achievement</li> </ul>	Application Form
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>Ability to contribute to strategies for raising achievement for pupils with SEND</li> <li>Ability to work collaboratively</li> <li>Excellent people skills</li> <li>Outstanding communicator; building trust and confidence with parents and staff</li> <li>Experience of working with children or families who have additional support through child protection procedures</li> </ul>	<ul style="list-style-type: none"> <li>Use data to inform school target setting</li> </ul>	Application Form Interview
<b>Working with others</b>	<ul style="list-style-type: none"> <li>An understanding of the SEND Code of Practice</li> <li>A strong commitment to meeting the learning and emotional needs of every child</li> <li>High expectations for self and others, and a strong commitment to raising standards</li> <li>Willingness to become involved in all aspects of school life e.g. community</li> </ul>		Application Form Interview
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>Committed to upholding the Christian ethos of the school</li> <li>A caring and nurturing attitude within professional boundaries</li> <li>Ability to use initiative and work flexibility</li> <li>A willingness to learn and develop, and take on board feedback</li> <li>Excellent interpersonal skills, resilience and tact</li> <li>Understanding of the importance of maintaining confidentiality</li> <li>Ability to set and work to deadlines</li> </ul>	<ul style="list-style-type: none"> <li>Show experience of working alongside others.</li> </ul>	